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ABSTRACT

The government of the Netherlands is currently rethinking national educational policy on a broad basis, according to this report. In addition to preparing the way for a substantial restructuring of the educational system, from the pre-primary to adult education levels, this national policy overhaul has raised major issues regarding the purposes of education, the nature of the curriculum, and the relationship between the theory of education as a curriculum-based enterprise and the practice of education in the classroom. This document describes the changes being legislated in the Dutch educational system's structure and considers several aspects of the major issues being debated. Primary attention is given to the impact of teacher autonomy and choice of curricular approach on the ability of schools to implement educational change; the benefits and pitfalls inherent in approaching curricular development from either a systemwide, holistic perspective or a school-based, atomistic perspective; and the relative merits of establishing curriculum decisionmaking power at any of several points on a continuum running from the educational expert to the individual student. (PGD)

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C U R R I C U L U M D E V E L O P M E N T

IN THE NETHERLANDS
IMPLICATIONS FOR THEORY AND SCHOOLPRACTICE

BY

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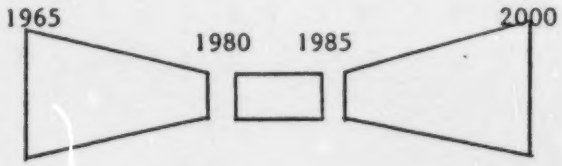
CURRICULUMDEVELOPMENT IN THE NETHERLANDS:
IMPLICATIONS FOR THEORY AND SCHOOLPRACTICE

SUBTITLE: An introduction to the educational reality in The Netherlands in 1982: standing on the Time-bridge between the very large preparations for educational change (1965-1980) and future educational reality in Holland (1985-2000 and further on).



1. The three large movements of educational change

1.1 Curriculumdevelopment takes place on three levels in The Netherlands:

a. the national frameworks for a teaching learning-plan of the different schooltypes (macro-level);
b. the schoolcurriculum for each of the specific schools (meso-level);
c. the teaching learning materials for classroom-use (micro-level).

Curriculumdevelopment is only to be understood and to be interpreted (both in theory and in schoolpractice) related to the intended educational changes which have been prepared or are in preparation on the political level, and which -after law-confirmation- will be carried out in action and can evoke new educational reality in the Eighties/Nineties. Three intended large educational change-movements on government's scale have left the phase of preparation or are at least in an advanced phase on the road for law-preparation and confirmation.

Let me show these three major movements (scheme 1):

A. the change from two separated systems: nursery school and elementary school to a single system for basic education (4 years old - 12 years old),
B. the change from a multi-streaming secondary education into a system for continued basic education, followed by an upperschool,
C. the change from a not-coordinated system of adult courses into an adult educational system for adults included salaried educational leave.

1.2 Basic education: the 1981 - Primary School Act

The two separated systems: nursery school (4-6 years old) and elementary school (6-12 years old) will flow together into one system: basic education for children from 4 till 12. The new Primary School Act has been confirmed in Parliament in July 1981. Beginning with 1985 the Primary School Act will be in process. About 15000 schools in total are involved in this process; 120 000 teachers in active practice and an 80 000 teachers extra will be in inservice training but they have other jobs now or are unemployed.
The colleges of education (a 3 year training now) are separated too in nursery schooltraining and elementary schooltraining. Starting 1984 there will be one single system of teachertraining for basic school-teachers in a new -4 years-program (135 colleges of education will be decreased then to 65).

In the new Primary School Act it is definitely formulated that each schoolteam in each basic school is obliged to develop a schoolcurriculum. Each year this document needs revision and adaptation to new developments, so the Primary School Act says.
In the Primary School Act nothing is mentioned about strategies, processing, control and evaluation of the curriculum.
Basic-education in The Netherlands has been ruled now: there will be a lot of uniform provisions, but on meso-level there

is freedom for different concepts of schooling e.g.

the Dalton concept of schooling		
the Montessori	"	
the Rudolf Steiner	"	(Dutch: the Free School)
the Peter Petersen	"	(Dutch: the Jenaplan School)
and a 'mixed'	"	(eclectic school)

Related to these different concepts of schooling curriculumdevelopment will vary,and from this point of alternatives we have to look with different eyes to the professional teachertraining (pre- and inservice). There is no lob-sided picture of the teachers job; the only thing in common is that all teachers have to meet and to teach children from 4 to 12 years old. Several projects for inservice training and innovation are in action from 1975 and most of these activities are focussed on the implementation of the development of the schoolcurriculum by teachers themselves.

1.3 Continued basic education, followed by an upperschool

The current secondary education-system in The Netherlands is a multistream system: there are schooltypes with different levels of general education varying in time from 3 years to 6 years; and there are schooltypes with different levels of vocational training.
The preparation to develop a new educational law for secondary education has been started in the Seventies. There are several experiments in comprehensive schooling as the continued basic school will have to intend. These try-outs are still on the road. Expectations are that the new Act of Continued Basic school can be presented in Parliament in 1983.
Discussions concerning the functions of the continued basic school regarding possibilities of differentiation and school-organization are in full process now.
These discussions are providing the bricks for the necessary development of a curriculum for the comprehensive school, which takes far more time than expected.
In the new Act of Continued Basic Education (proposal) it is

sure that there will be a paragraph expliciting the obligation for each team in continued basic school to work according to the guidelines of a schoolcurriculum.
The large change to come from a traditional multistream system to the realisation of a continued basic school system will demand an extensive approach of inservice training of teachers. There is, however, a heavy opposition by secondary education teachers to change.
Thinking about the continued basic education for 12-15 years old children gives the opportunity and the need to think what kind of education can be carried out for the 15-18/20 years old students. That will be an upperschool with different streams in general and vocational education. Educators pay attention to that phase of schooling, but first discussions have to start.

1.4 Adult education

In the past till now adults can participate in a lot of different courses, studies and so on. If they wish and can do realize it after worktime they can apply to an extensive system of possibilities offered by people's universities, correspondence courses, t.v. and broadcasting courses, evening schools and in the last ten years the so called 'mother highschools' (in day time).
The entire system is not well coordinated and many adults don't finish the courses.
In the Seventies another adult education-system has been prepared on political points of view and there were several try-outs. These try-outs (Open School for adults) emphasized programs of study for adults who didn't have sufficient chances in their own past or did want to have a second opportunity on their life-road to adjust their level of education. The adult education, coming in a law maybe in the midst of the Eighties, is highly related to the principle of educational salaried leave. It can be predicted that the new adult education -an Open School system from basic school to university

level- without the facility of paid leave will change nothing or hardly anything for the many adults in comparison with the present method of trial and error in education. Paid leave is meant for housewives too, mothers can get more power in their own life situation through education. Adult education also needs documentation by specific curriculumdevelopment and needs a specific teachertraining. The teaching learning-approach for adults is far more complex because of the independency of the adult as a main factor in gaining learning outcomes.

1.5 Conclusions over fifteen years:

* The three educational movements described before enormously broadened and stimulated thinking about education in the Netherlands in the last fifteen years.
* "What do we really want to achieve through our education and schooling?" - that is the major underlying question in a process of growing consciousness.
* This process involves both teachers and parents in discussions.
* These discussions have to deal with
  - to standardize opinions concerning models of man and designs of society in relationship to functions of schooling
  - to formulate aims, goals and objectives
  - to select subject matters
  - to change schoolorganizations
  - to broaden didactical approaches and learning activities of the pupils/students
  - to assess educational effects in different ways

Last conclusion:

* All these points of discussions are the bricks for curriculumdevelopment.

2. The use of a curriculum: observations and analyses

2.1 The development and use of a curriculum in Holland isn't new. In traditional terms the plan of teaching and learning

-more modern: the schoolcurriculum- exists for years and years. Traditionally, the plan has data about

* an enumeration of subject matters to be teached
* a description of the learning contents and the learningbooks/-materials which are used
* time schedules over the year
* schoolorganization: ways of grouping, schoolhours, vacations, and so on

A general conclusion may be that the traditional curriculum lacks an educational theory (as background), whatever that may be.

A curriculum, according to modern ways of thinking, is a document that gives justification to all the things happening in the school and focussing the development of the children. It is a document that can give support to the teachers. A good curriculum functions as a resource for planning and decisions; it is a productcontroller but in the meantime it is a processguard and a stimulator too. And always the curriculum is the source of justification for the actual acting of the complete team of teachers in the school. These collective actions of the teachers, attuned to each other, are of vital importance, because the autonomy of the teacher as an individual (in the self-contained classroom) is the most discussable and most essential point in all educational affairs.

2.2 Repertory of teaching behaviours is too restricted

Regarding to a curriculum there are two major questions:

1st) how and by whom has the curriculum been developed or will be developed?

2nd) how can teachers adhere to the agreements stated in the curriculum as they are in schoolpractice and how to control this?

Next to these questions the choice of development-style is important too.

In the Netherlands the movement concerning aims, goals and objectives -it was in the Sixties- has been followed by the movement of curriculumdevelopment in the Seventies. The

expected Good for the educational innovations stays away and now the Curriculum-euforia has been somewhat decreased. A good thing -we hope- is that this movement brought us a National Foundation for Curriculum Development (1975).

The main assumption in the Curriculum-euforia was that the development and use of a curriculum of its own accord would evoke educational innovations.
But the factor "the teacher and his/her repertory of teaching behaviours" is proved to be seen too optimistic: the curriculum can give a lot of support to the renewal of the schoolpractice, however the main condition is then that the teacher has had more professional training and gets a continuing inservice training too, so he or she can effectuate the intentions of the new curriculum.
At this moment we can conclude that the repertory of teaching-behaviour of the Dutch teacher is still too restricted: the use of the curriculum shows it. Another conclusion is that teachers don't change their activities (experiences for years), only because the educational board has added a document as product-controller and processguard.
But the process of consciousness is evident and all people involved think and speak about what is on the road: why, what, how?

2.3 Analysis of the situation

I observed and analyzed schoolpractice for years and years.
My conclusion is:
in schoolpractice there is always a system of agreements functioning, but most of time that needs not to be controlled, because there exists no written document.
In terms of a curriculum there are two main forms in the matrix (see scheme 2):

* the "practice" - curriculum: [P] - form
* the "theory" - curriculum: [T] - form

The 'practice'-curriculum is the not written system of agreements, that be based (over years) on the enumerated and selected experiences of the teachers and expressed a certain common sense.
The P-form of this curriculum has at least two modes:

the P_p-mode: each teacher in the school has his or her own personal/private construction of the practice, within the general rules of schooling, but highly autonomous.

the P_c-mode: teachers, as a collective, together supply the schoolpractice with a good content based on constant deliberation, support and consult to and by each other.

The 'theory'-curriculum is the written document that as productcontroller and as processguard gives justification to all the things expected to happen in school.
The T-form of the curriculum has two modes too:

the T_{off}-mode: there exists a written curriculum in nice words and everybody is or feels very glad about that, but in the schoolpractice there is quite another reality than expressed on paper.

the $T \equiv P$-mode: the written curriculum (T) has a consistent execution in the school-practice, there are possibilities for evaluation and re-adjustment; in short: a living document.

In the Netherlands the P-form is common for nursery and

elementary schools, but there is a big movement to realize the T-form.
First, we see a trend to come from

$$P_p \xrightarrow{\text{to}} P_c, \text{ and continued by}$$

a second step from

$$P_c \xrightarrow{\text{to}} T$$

In the Netherlands most of the teachers in secondary schools are unknown with the term 'curriculum' in a broad context or don't know the essentials of the issues. In secondary education we see the situation compared to the elementary education before 1970.
The teacher in the secondary school emphasizes the P_p-mode. That means that each teacher given the rules of examination decides autonomously what he or she wants to do. It is the mentality of Robinson Crusoë, wherein the children, as a collective, play as Friday.
It is not a surprise that students in secondary schools drop out or say that learning in school is an unpleasant activity.

The situation in the adult education can be compared to things going on in secondary schools.
But new developments in adult education show new situations and in that case we see new approaches in the curriculum-development too.

3. Curriculumdevelopment

3.1 The most important question in the Dutch situation of curriculumdevelopment in 1982 is:

> "Are the teachers able by themselves to develop a curriculum, to describe, to evaluate and to readjust the relevant items?"

Appreciation to schoolbased curriculumdevelopment is a nice

point of departure, but an absolute condition is that the basic knowledge and the main skills are present in the repertory of behaviours of the teachers. And these knowledge and skills have to be trained in a professional way. The conditions are insufficiently till nearly fulfilled. We have learned in the last decade that the degree of involvement of the teachers is at the same time defined by the degree of readiness to carry out the curriculum: it is "yes" or "no" in terms of the T_{off}-mode.
The dilemma has been drawn: high involvement is desired, but there is a high lack to necessary skills.

3.2 A three phases - strategy

By means of inservice training courses wherein complete schoolteams are enrolled, we work in the field of primary education on schoolbased curriculumdevelopment. The strategy in these courses can be described as follows (see scheme 3 too):

3.2.1 First phase: to clarify the existing schoolpractice by using different items of discussion

→ Dialogue and Decisionmaking

(Goodlad, 1975)

In this phase there can be given an impression about the current mode of the curriculum: P_p, P_c or T.
The P_p-mode is most frequent as we see the results of clarifying the practical teaching learning situations. From the position P_p can be worked at first to a P_c-mentality. The question "What do we really want to achieve through our education and schooling?" emphasizes discussions concerning differentiation, about common points of departure and having a real picture of a concept of schooling.
The concept of schooling sharpens thinking and acting. By playing Blueprint Basicschool, a discussion - and decisiongame, the complete schoolteam builds up a tentative whole of the real and the desired schoolculture (sometimes: 'real' and 'desired' are overlapping each other→ see next phase).

The first phase takes more time if the teachers are more in a P_p-mode (or: null-situation). In some cases it takes several years to have a description of the existing schoolpractice, done by the teachers themselves and with support from experts.

3.2.2 Second phase: to justify the decisions by the process of clarifying the existing schoolpractice and to have

→ Actions:

Curriculumdevelopment has two possible directions of actions now:

1st. action

teachers work together to improve the existing schoolpractice (real ≡ desired schoolculture). The principles whereon in the past till now the schoolpractice has been realized, are not to be changed.

By the way that, for instance, the P_c-mode or mentality is a new point of departure: that means that the child(ren) gets (get) better conduct on intern consistency and the needed continuity of the child's development through the years is an evident chance of profit.

As teachers do so, a next step is to have written agreements, and we see then that the theory follows the practice and not inversed.

Schoolbased curriculumdevelopment can be labeled by

P ≡ T-mode

This is an important inversion.

From the situation of schoolpractice the teachers know what is possible and realizable, and that what is described.

The degree of involvement of the teachers is high: from their own levels of thinking and acting (teachinglearning situations: objectives, contents, organization, activities, assessments) the level of schoolculture can be defined.

The inductive process of curriculumdevelopment has been emphasized.

By playing again after some time the Blueprint Basicschool-game the whole (schoolculture) and the parts (teachinglearning

situations) are more exactly specified.
In fact a cyclic curriculumdevelopment becomes visible.

2nd action
teachers work together to change the schoolpractice
by introducing a new concept of schooling.

Frequently the theoretical points of departure of the new concept have been formulated first. These are the guidelines for the curriculum that starting from T-position can be developed.
The theory concerning the new concept of schooling comes mostly from external institutions/experts. The teachers discuss the new principles of teaching and learning, comment the possibilities of their own teachingstyles, make a try-out of the new approach. Too often this happens too fast, and too many different aspects of change are carried out together at the same time. The feeling that the teacher thinks to be drowning in a complex unknown reality, is a normal one. Falling down/backsliding to the old situations and in the meantime praising in words the new concept, means that there is a T_{off}-mode.
If the teachers happen to survive all the troubles -and there are a lot they do- then in the T ≡ P-form the new concept of schooling can be observed in practice and can be evaluated. Students, other teachers, members of schoolboards pay visits to the school, admire and praise the new activities, but they don't know what they have to do by their own if they want to change too.
The human being isn't born for change if he/she has the feeling of a safe environment.
The T ≡ P-mode, as described (the practice follows the theory), emphasizes the deductive process of curriculumdevelopment.

Dependent upon the two directions in curriculumdevelopment -improvement or change- there are decisions to be made about the inductive approach or the deductive one. In both cases, sooner or later, the question arises: "Which concept of schooling

is meant?"
Curriculumdevelopment by working out the elements is more atomistic, and starting from the whole -the concept of schooling- is more holistic.

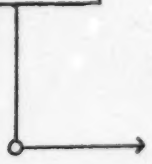
* Improvement of the existing schoolpractice can be realized with help of the atomistic approach: the success of one part guides to the next step, and the next and so on. It is a good example of Karl Popper's thinking and philosophy. (Popper, 1961).

* Change of the concept of schooling requires a total different approach. The schoolteam first has to perceive and to survey the whole, but that is so complex that first the headlines need to be drawn first:

- what are the main issues in education?
- what are the major didactical principles?
- what are the absolute needed political provisions?

If there is no reduction in the complex holistic picture, then the project fails and stifles in its birth: too many problems come together and the teachers become overstressed. The result is a heavy emotional backsliding to P_p-positions: the educational renewal is as a paradise lost.

3.2.3 Third phase: to consolidate and to confirm the activities in the schoolpractice referring to a continuous process of curriculumdevelopment.



EVALUATION
(Goodlad's DDAE-system completed)

In this last phase there is a good rule-governed control in the way the teachers can execute in practice what has been formulated by the agreements.
Where are difficulties? What are solutions?
If there is no controlsystem the possibility of discrepancy between paper and practice cannot be defined. The best control is 'the open door - practice': teachers teach and have the doors of the classrooms opened.
The open door is a symbol for the collective approach.

It is the base for open discussions concerning educational connaisseurship and educational criticism (Eisner, 1979). In the third phase these two activities are very important: there is an evaluation of the own activities and the work of the other teachers. Teachers have to learn to express the truth (their truth) about the work of collegues. That is a real school in a real world: children can be fond again learning and teachers will enjoy teaching as the most fascinating job.

Mentioning these three phases in a strategy of curriculum-development doesn't mean that it is a simple job to do it. There are many pitfalls and that is what my last part is about: the state of education in the Netherlands.

4. Curriculumdevelopment: pitfalls on the road

4.1 Ever since 1975 many discussions concerning curriculum-development in primary schools have been passed, even through the government's policy.
These discussions were in the secondary schools too, but more often as an incident. Speaking about the curriculum is always also an attack on the introduction of the continued basic school. If there is a kind of curriculumdevelopment in secondary schools then it is only focussed upon improvement of the existing practice. In only a few cases there are $P_p \xrightarrow{to} P_c$ movements. The conclusion has to be that a real curriculumdevelopment in the field of secondary education hasn't yet been started. We have to wait for the confirmation of the Act of Continued Basic education; in the meantime the Foundation for Curriculum Development maybe will prepare a model for schoolcurriculum.
Ever since 1975 the adult education showed new developments by the so-called Open School-movement. Discussions what model to choose in curriculumdevelopment were very clear and in the last six years we did make good progress in that field of education.

4.2 Four models

Here I can show you the first pitfall: Who develops the curriculum and who makes the choices? The curriculumexperts or the teachers or the adults/students or all together? I distinguish four main streams in model-thinking (Oudkerk Pool, 1981):

1. the model of closed curriculumdevelopment. In this model the top-down strategy (from experts to the basic) is evident;
2. the model of guided curriculumdevelopment: the expert is the guide but teachers/students have more degrees of freedom to get on their own road;
3. the model of indicative curriculumdevelopment: the experts give indications but teachers and students are responsible for the in's and out's of the teaching learning processes;
4. the model of open curriculumdevelopment: teachers and students together have all degrees of freedom to define their relevant contents of schooling.

The main questions are:

- How can we give support to the dominances of the experts, or decrease these dominances? And naturally follows:
- What can we do to get more independent students, responsible for their own programs of study?

(See scheme 4)

4.2.1 To point 1: A closed curriculum is usually formulated by experts. In its extremity, all educational activities have been prescribed and have been carried out in accordance with prescribed guidelines. The teachers are dependent, the students are that even more. If you remember I.P.I.: in fact a good educational theory, but the schoolpractice was a disappointment.

Educational practices in the Netherlands in a high degree have been defined by the closed approach: the studentbooks and learningmaterials function for years and years as a written closed curriculum. The studentbooks are the pillars for the P_p-modes that protect teachers.

4.2.2 To point 2: A guided curriculum has been steered by experts, but teachers and students can make a lot of choices themselves. Degrees of freedom: the student is responsible for time schedules and for the topics of study over the day/week/month. The concept of schooling designed by Maria Montessori, gives an impression of this model.

4.2.3 To point 3: An indicative curriculum emphasizes the central place of the student in the process of schooling. The teachers have their points of departure in the questions and actual problems of the students. The teachers try to find structures in these questions and problems by working out activity-projects. The student(s) is (are) the beam of the balance: his/her satisfaction is an important point of assessment. You'll recognize the ideas developed in the past by Dewey, Kilpatrick, Decroly.
More and more in primary education in the Netherlands we see the influences of an indicative curriculum beside the closed curriculum.
We have to wait in which direction these movements will go: if the teachers haven't got the skills and knowledge (within schoolbased curriculumdevelopment) and the motivation to instigate the indicative curriculumdevelopment, then we are sooner or later not further as 'back to the basics'.
It is easier for the teacher to work with a closed curriculum, compared to the indicative curriculum. The teacher has more leisure time if he/she works on closed basis. I am not so optimistic, but there is a progress in educational innovations.
To acquire these skills teachers are in inservice training courses, in which we need to emphasize:

1. to learn to analyze the own teachinglearning situations and to master the alternatives in

teaching-activities (circlediscussions with children is the most popular one). (Joyce/Weil, 1980)

2. to learn to construct programs of study, where the differentiation in the children's work is the base of all.
3. to learn to analyze where and when the child has difficulties in learning and to construct remedial programs.
4. to learn to describe programs of study (or: structures for programs) for a long period (a year program) and for all age-groups of children in the school.
5. to learn to carry out principles of curriculum-development in producing elements of a curriculum.
6. to learn to evaluate the own teaching learning-situations on data in accordance to the agreements defined in the curriculum.

But even if the teachers improve their professionality there is no guarantee for the success of new developments. There are more pitfalls.

4.2.4 To point 4: An open curriculum requires so much independency and responsability from teachers and students that, where patterns of our culture have been conditioned for decades and decades, the conclusion can be that an open curriculum only can be described in theory.

4.3 Another pitfall

I want to describe one pitfall more.
A curriculum and its development isn't an activity only restricted within the boundaries of the school. Ecology of education has a broadened context.(Bronfenbrenner,1976; Eggleston,1977). The development of a curriculum as a product is the result of a social whirlpool of power. That is a kind of culture-gaming: there is pressure power, there are power pressure-groups and so on. To be engaged in this culture-gaming is another Dutch disease, but it is becoming more and more

international. But let me show you the difference as looking at two products of curriculumdevelopment.
Thomas F. Green (1969) has distinguished more than ten years ago managerial education opposite of humanistic education.
The power of trade and industry, the industrial circles and life, the military machinery, the Bank of England or elsewhere: all these institutions have a great influence upon the composition of the curriculum: there is more closed model-thinking than one suspects.
In this way schools and curriculumdevelopment don't feel the steering-influences by the multinationals, but the power of Philips-Netherlands or Shell Dutch Company has, as far as I know, never be resea:ched in relationship to what happens in School. That can be another approach concerning the hidden curriculum. And then I don't speak about the influences of the church on schooling and education. But for the Netherlands that point is another story: the pitfalls are as deep as the ones of the multinationals. Opposite to the 'multi-nationals'-curriculum there is the approach of neo-marxism in curriculum-development. That is, see East Germany as an example, more closed and more restricted to all conditions of the current culture than every elsewhere. I am sure that the marxist curriculumdevelopment has the same and maybe other pitfalls, and they are deep enough too to cut another's throat. In every case it is evident that thinking in terms of the curriculum includes that everybody on the scene has to think which designs of society and which model of man can be pursued. And in the field of education we have to make our own choice. That choice is a personal one but under collective conditions.
In 1982 nobody can neglect the situation in Poland nor can we neglect what happens in South Africa and the support given to that government. And recently what happened in El Salvador. But where can we find the beam of the balance on the power cord that East and West tied out all around the world?

4.4 The Rationale

The main question is how humanistic education can be:
on a small compass each teacher can provide and promote the

independency of each child in thinking and acting in his/her classroom.

However, teachers only finish that job if they experience a certain degree of freedom, and if they come to recognize their own independency and experience what it feels to be free.

Schoolbased curriculumdevelopment can make some progress to broaden the independences but the teacher is the vital central point, and let us not forget that he/she models as the good example for each child.

Well, that is my last indicative remark to an open future, but I am afraid that in a guided policy by the government the product might be very closed.

We shall see and in the meantime, as active as possible, the own ideals have to be defended and to be disseminated.

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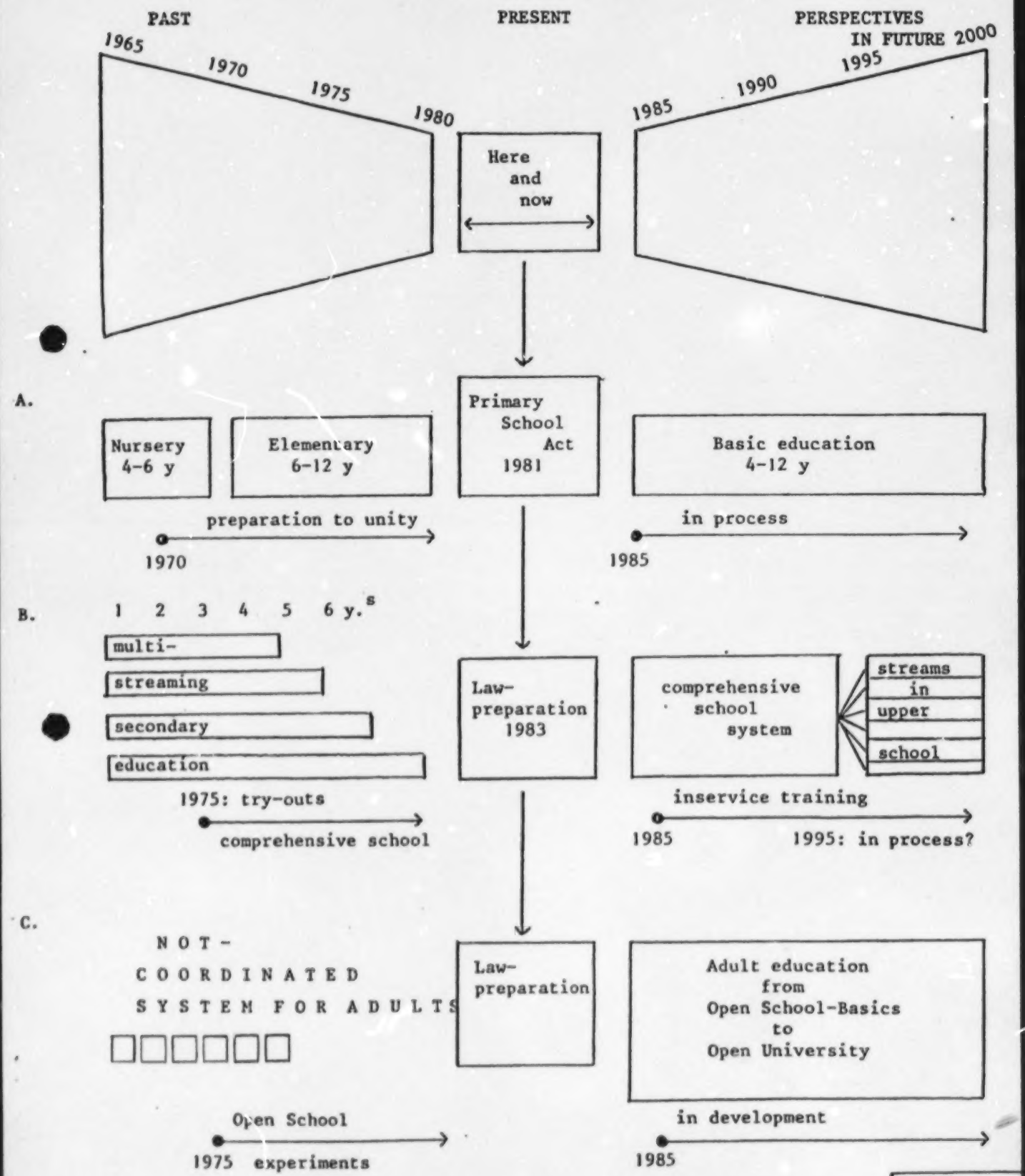
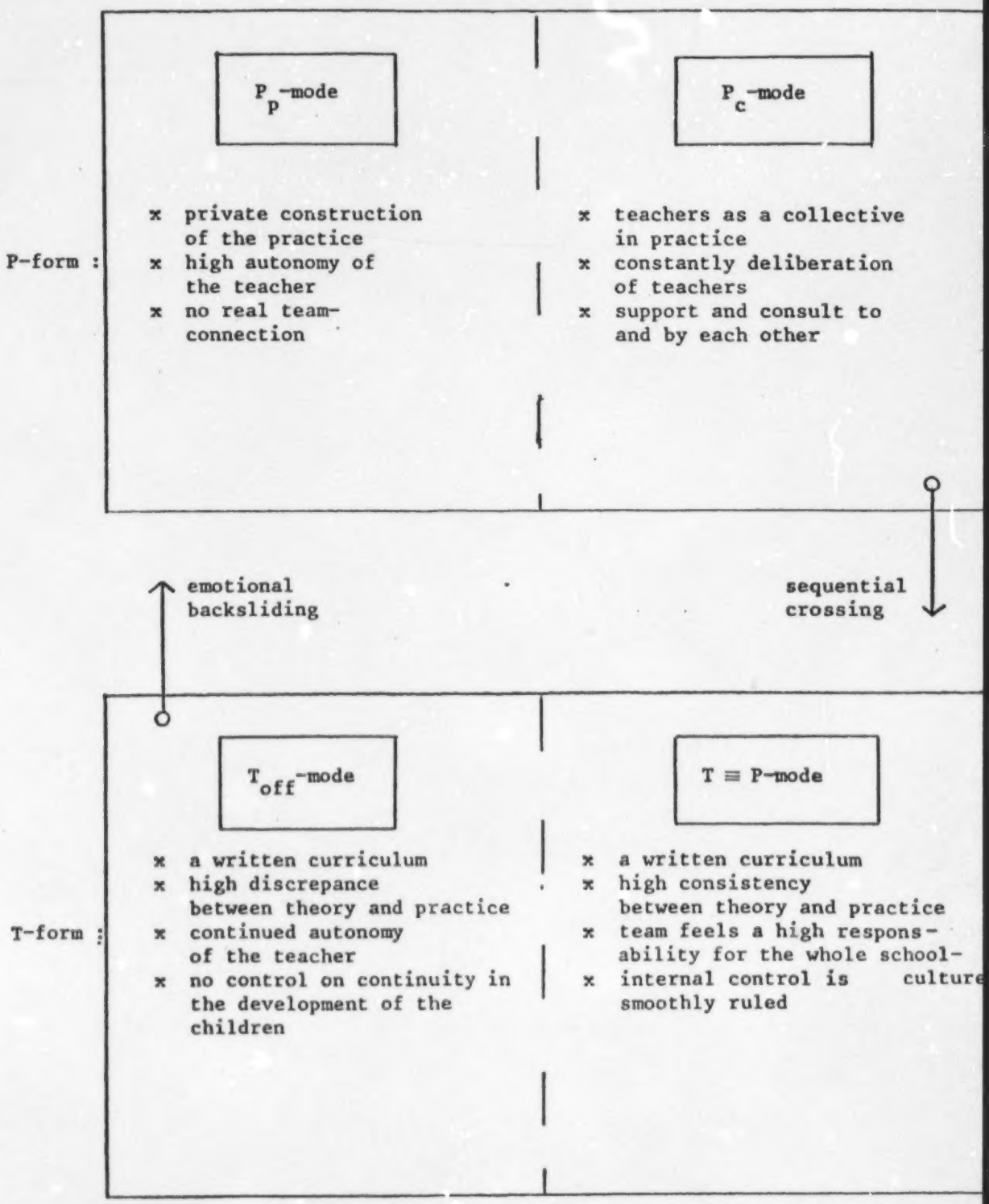
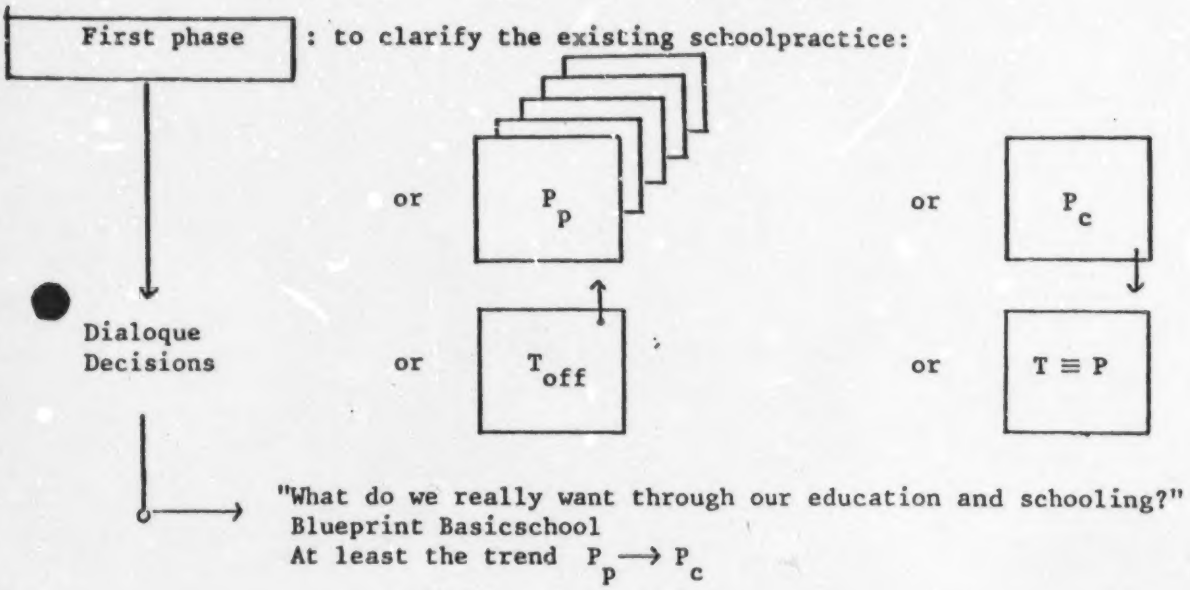

PAST
PRESENT
PERSPECTIVES IN FUTURE 2000
1965
1970
1975
1980
1985
1990
1995
Here and now
A.
Nursery 4-6 y
Elementary 6-12 y
Primary School Act 1981
Basic education 4-12 y
preparation to unity
1970
in process
1985
B.
1 2 3 4 5 6 y.s
multi-
streaming
secondary
education
Law-preparation 1983
comprehensive school system
streams in upper school
1975: try-outs
comprehensive school
inservice training
1985
1995: in process?
C.
NOT-COORDINATED SYSTEM FOR ADULTS
Law-preparation
Adult education from Open School-Basics to Open University
Open School
1975 experiments
in development
1985
scheme 1

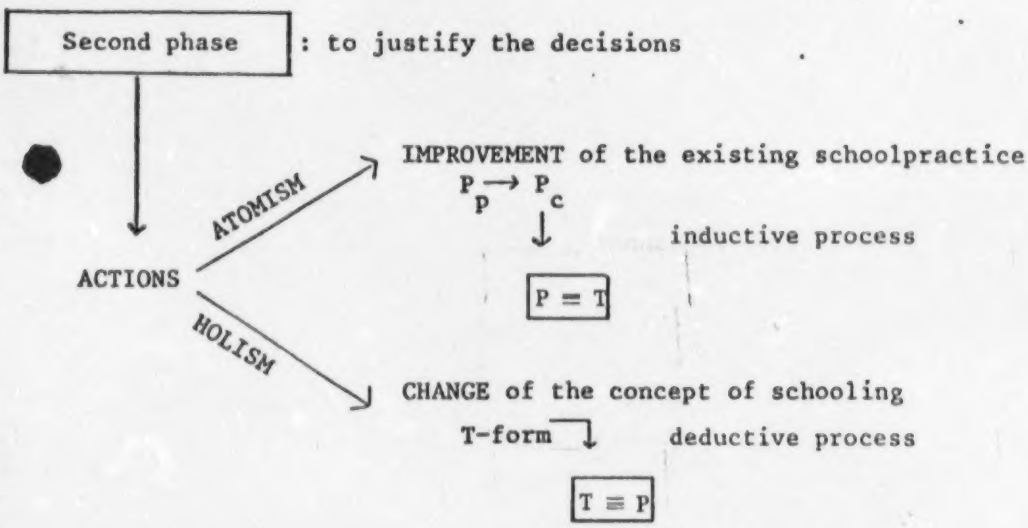
SITUATION-ANALYSIS

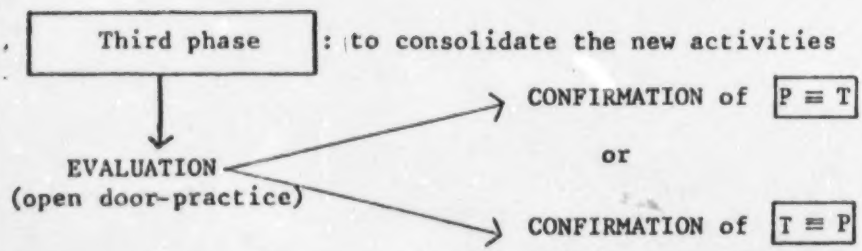

P_p-mode
P_c-mode
P-form :
x private construction of the practice
x high autonomy of the teacher
x no real team-connection
x teachers as a collective in practice
x constantly deliberation of teachers
x support and consult to and by each other
emotional backsliding
sequential crossing
T_{off}-mode
T ≡ P-mode
T-form :
x a written curriculum
x high discrepance between theory and practice
x continued autonomy of the teacher
x no control on continuity in the development of the children
x a written curriculum
x high consistency between theory and practice
x team feels a high responsability for the whole school-
x internal control is culture smoothly ruled

scheme 2

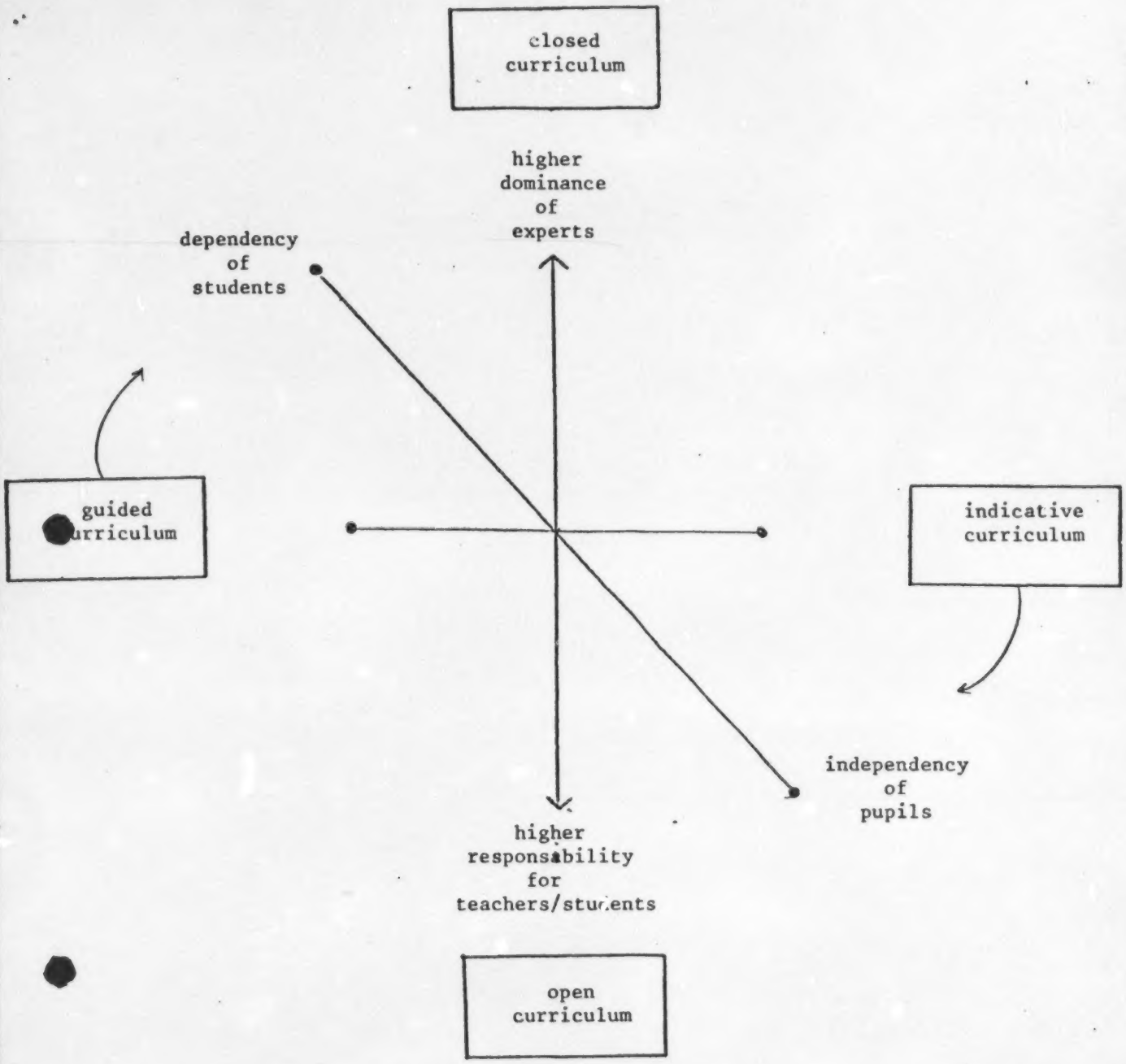
SCHOOLBASED CURRICULUMDEVELOPMENT:
A THREE PHASES STRATEGY







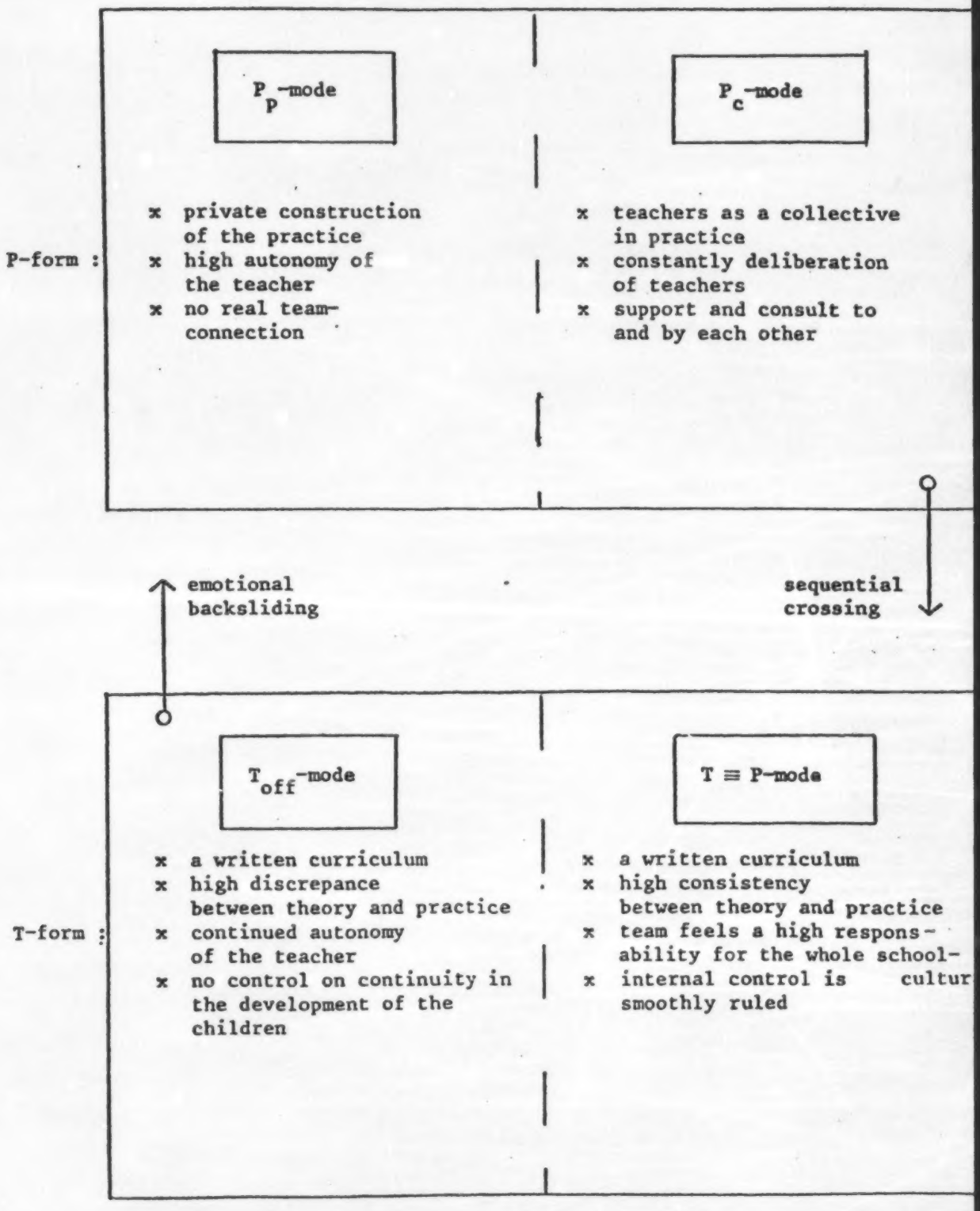
scheme 3



Use the Balance
to judge Models of Teaching
(Joyce/Weil, 1972/1980)

scheme 4

SITUATION-ANALYSIS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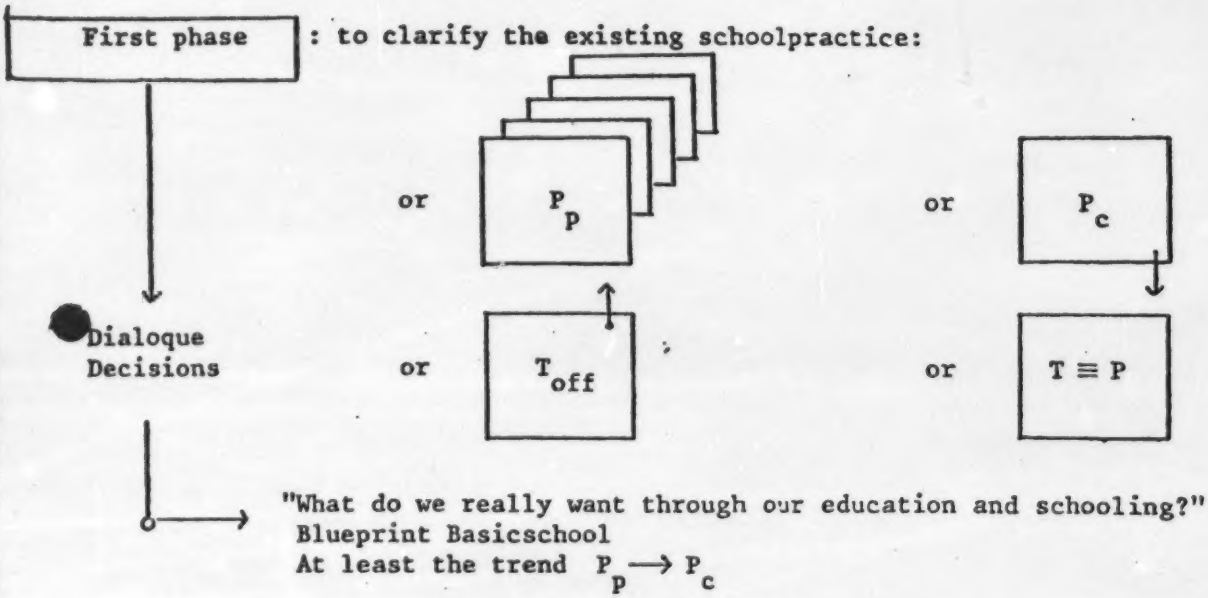
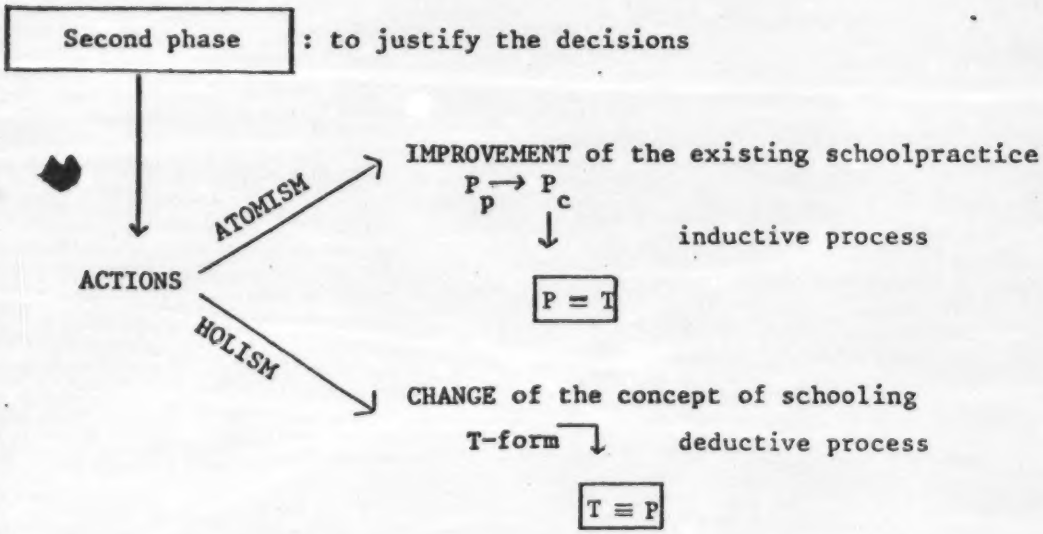
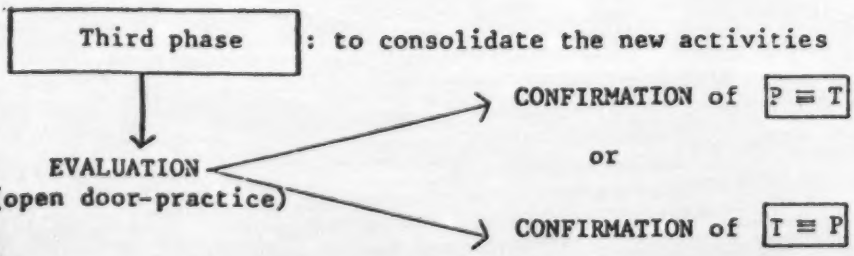
× internal control is smoothly ruled
cultur

scheme 2

SCHOOLBASED CURRICULUMDEVELOPMENT:
A THREE PHASES STRATEGY







scheme 3